

(May to July, 1922.
September to December, 1922, in the Dominions.)

Parents' National Educational Union.

The Parents' Union School.

(Address: HOUSE OF EDUCATION, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLET).

FORM II. (A and B).

PUPILS' NAMES.....

Bible Lessons.

In all cases the Bible text must be read and narrated first.
A & B *The Bible for the Young* (P.N.E.U. Office, 1/6 each):

(a) *Moses and the Exodus*, Lessons 17-24, by Dr. Paterson Smyth; (b) *St. Matthew's Gospel*, Lessons 16-24. Teacher to prepare beforehand and to use Bible passages in teaching, and to add such comments (from Paterson Smyth, say,) as will bring the passage home to the children. Children may use (c) *S.P.C.K. Bible Atlas* (1/3).

Sunday Reading (optional): *How to Use the Prayer Book*, by Mrs. Romanes (Longmans, 2/-). *In the Days of St. Anselm*, by G. Hollis (S.P.C.K., 3/-). *The Children's Year* (Church Seasons), by the Rev. G. R. Oakley (S.P.C.K., 3/6). *Sidelights on the Bible*, by Mrs. Brightwen (R.T.S., 3/-). (e) *Helps to the Study of the Bible* (Oxford Press, 2/-). *Wigwam Stories told by American Indians* (Ginn, 4/9), Part II.

Sunday occupations: The Century Books. Mottoes in beautiful lettering.

For private daily Bible reading children, *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6). For New Testament, a Gospel in suitable portions. *A Boy's Book of Prayer*, by A. Devine (Methuen, 2/-).

† The 93rd term of work set since the Parents' Union School began.

Writing.

A & B *A New Handwriting** (very important), by M. M. Bridges (P.N.E.U. Office, 5d. a card): practise card 3. Transcribe, with card 6 as model, some of your favourite passages from Shakespeare's *Coriolanus*. Two perfectly-written lines every day.

Dictation.

A & B Two pages at a time to be prepared carefully: then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and history.

Composition (written and oral).

A Stories from work set in (a) Citizenship and Reading, or, (b) events of the day, etc. Occasional letters with family news.

B Stories from reading. Children in B who cannot write easily may narrate part.

English Grammar.

Parse and point out Subjects, Verbs, Objects.

A Meiklejohn's *Short English Grammar** (2/-), pp. 39-52; 114-124.

B *Short English Grammar*,* pp. 18-25, teacher adding exercises.

English History.

A & B *A History of England*,* by H. O. Arnold-Forster (Cassell, 8/6), pp. 65-131 (901-1154). Black's History Pictures (2/6 a set), may be used.

A *Social Life in England through the Centuries*,* by R. H. W. Hall (Blackie, 2/9), pp. 168-200.

French History.

A & B *A First History of France*,* by L. Creighton (Longmans, 5/-), pp. 27-45 (901-1154), to be contemporary with English History. *The Story of France*, by M. Macgregor (Jack, 10/6), may be used instead. *The Great War*,* by C. R. L. Fletcher (Murray, 6/-), pp. 129-156 (optional). Evans' *Political War Map of Europe, Asia, Africa** (4d.).

General History.

A *The British Museum for Children*,* by Frances Epps (P.N.E.U. Office, 3/6), chapter 11. Teacher study preface. Keep a book of Centuries (P.N.E.U. Office, 2/6), putting in illustrations from all the history studied during the term. *The Ancient World*,* by A. Malet (Hodder & Stoughton, 5/-), pp. 58-81.

Citizenship.

A North's *Plutarch's Lives: Coriolanus** (Blackie, 1/-). A *Pronouncing Dictionary of Mythology and Antiquities* (Walker, 1/6). *Classical Atlas* (Dent, 2/6). *The Citizen Reader*,* by H. O. Arnold-Forster (Cassell, 2/6), pp. 81-120.

B *Stories from the History of Rome*,* by Mrs. Beesly (Macmillan, 2/6), pp. 62-92.

Geography.

A The Ambleside Geography Books, Book III.* (4/-), pp. 180-212.

B Book III.,* pp. 27-64.

A & B *Round the Empire*,* by Sir George Parkin (Cassell, 3/6), pp. 179-214. *Our Sea Power*,* by H. W. Household (Macmillan, 2/-), pp. 52-73. Philips' *Atlas of Comparative Geography* (new edition, 3/6). Map questions to be answered from map in Geography Book and then from memory before each lesson. All Geography to be learnt with map. Children to make memory maps; see also tests under *Scouting*. Teacher may find *Outdoor Geography*, by H. Hatch (Blackie, 3/-) useful.

Natural History, etc.

A & B *The Sciences*,* by E. S. Holden (Ginn & Co., 4/6), pp. 1-34 (children should make the experiments where possible). Keep a Nature Note-book (P.N.E.U. Office, 6d., and see *Home Education*). Make special studies for the season with drawings and notes. *The Changing Year*, by F. M. Haines (Wadsworth, 3/-), or, *Countryside Rambles*, by W. S. Furneaux (Philip, 2/6): *April to July*. [Furneaux's *Nature Study Guide* (Longmans, 6/6), may also be used for reference for out-door work.] See also tests under *Scouting*, *Parents' Review*, June, 1920.

A *Life and Her Children*,* by Arabella Buckley (Macmillan, 6/-), pp. 233-268.

B *Life and Her Children*,* pp. 33-66, or, *Jack's Insects*,* by E. Selous (Methuen, 3/6), pp. 149-183.

Picture Study.

A & B Reproductions* of six pictures by Corot (P.N.E.U. Office, 2/-). Teachers see notes in the April *Parents' Review*, 1922.

Arithmetic.

Teacher should use *The Teaching of Mathematics*, by I. Stephens (P.N.E.U. Office, 6d.).

A *A New Junior Arithmetic*,* by Bompas Smith (Methuen, 4/-), pp. 73-78, 89-93. Much care with tables and rapid oral work.

B *A New Junior Arithmetic*,* pp. 46-54; 60-63 (additional examples), or continue.

Important: to be read in leisure time: *Number Stories of Long Ago*, by D. E. Smith (Ginn, 3/3).

Practical Geometry.

A *Lessons in Experimental and Practical Geometry*,* by Hall and Stevens (Macmillan, 2/-), pp. 69-82, § III. *The School Set of Mathematical Instruments* (Macmillan, 2/-).

Latin.

A *Young Beginners' First Latin Book** (Murray, 2/6), pp. 5-7, 20-23; with corresponding exercises, questions, and vocabularies.

French.

A Siepmann's *Primary French Course*,* Part I. (Macmillan, 3/-), Lessons 19-22 inclusive, with grammar and exercises.

B Siepmann's *Primary French Course*,* Part I. (Macmillan, 3/-), Lessons 1-3 inclusive, with grammar and exercises.

A & B *French Songs*, by Violet Partington (Dent, 9d.). Teacher study Siepmann's preface. Teacher read Lesson aloud, translating with the children's help, and children afterwards narrating in French.

Drawing.

A & B Six (a) wild flowers, (b) studies of animals, that you have been able to watch, (c) trees, in brushdrawing. *The Fésole Club Papers*, by W. G. Collingwood (see current P.R.). Original brushdrawings from scenes in books set for reading. Paint-box with specially chosen brush and colours (P.N.E.U. Office, 3/-)*: pencil must not be used. *What to Draw and How to Draw It* (Skeffington & Son, 3/6).

Recitations.

A & B Psalm 106, twenty continuous verses, and two suitable passages of about twelve verses each from (a) *Numbers*, (b) *St. Matthew's Gospel*. Two hymns. A scene from Shakespeare's *Coriolanus, or*, forty lines from Scott.

Reading (including holiday and evening reading).

A & B Books set for Geography, History and Recitations should afford exercise in careful reading. Shakespeare's *Coriolanus** (Blackie; Plaintext Edition, 7d.). Kingsley's *Hereward the Wake** (Dent, 2/6). *Wigwam Stories*, Part II. Scott's *The Vision of Don Roderick** (Dent, 2/6).

A Bulfinch's *Age of Fable** (Dent, 2/6), pp. 248-277. Lytton's *Harold* (Dent, 2/6), may be read in the holidays. B *The Heroes of Asgard** (Macmillan, 5/-), pp. 1-58.

Music.

Continue *Child Pianist* (Curwen & Son); teacher using the *Teacher's Guide* (revised edition, 7/6).

Musical Appreciation.

Programme of Music (Grieg) to be heard: *Parents' Review*, April, 1922. [Questions will be set on this subject.] *The Book of the Great Musicians*, by P. Scholes (Oxford Press, 4/6), may be used.

Singing.

Two English songs from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 1/9 each,* complete with music 6/-). Two French songs. *A Book of French Songs* (treble only, Blackie, 7d. each), may be used. *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 19, 20, inclusive (Curwen & Son, 2/6). Teacher use also *Ten Minutes' Lessons in Sight-Singing*, lessons 41, 43 (Curwen, 2/6).

Drill.

Syllabus of Physical Exercises (Eyre & Spottiswoode, 1/6), tables 45-48. *Ball Games and Breathing Exercises*, by Alice R. James (Longmans, 1/9). *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *Peasant Dances and Songs of Many Lands*, by Mrs. Kimmins (Evans, 7/6). Skipping. Ex-Students take House of Education Drills. Teacher would find useful *How to Teach School Dances* (Evans, 4/6).

Work.

Help in house or garden. *Claymodelling*, by H. Unwin (Longmans, 4/6). Sloyd: Heaton's *Cardboard Modelling* (Newman, 6/-): make four models. (Materials from Arnold & Son, Butterley St., Hunslet Lane, Leeds.) *The Little Girl's (a) Sewing Book, (b) Knitting Book* (R.T.S., 2/6 each), *Constructive and Decorative Stitchery*, by L. G. Foster (3/6); teacher read letter-press with discretion. Children make a garment (see the needs of the "Save the Children Fund," address: 29 Golden Square, Regent Street, W. 1.) Boys and girls mend clothes from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. See also tests under *Scouting* Office, 1/-). Teacher would find useful (*Parents' Review*, 1920). Teacher would find useful (*What shall we make?* by M. La Trobe Foster (C.M.S., 1/-)).

* In home schoolrooms where there are children in A as well as in B, both forms may work together, doing the work of A or B as they are able.

N.B. 1.—In grammar (English and foreign) and in mathematics there must be no gaps. Children must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form.

N.B. 2.—Each child in A and B should have a copy of all

books, etc., marked * and a set of the Pictures and materials.
One copy of the other books is sufficient.

N.B. 3.—For methods of teaching the various subjects see
Home Education, 5/6, School Education, 5/- (P.N.E.U. Office).

N.B. 4.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 6d. each, and Cambridge paper for the Examination 1/6 for 4 quires (*not less*); envelopes to match 1/6 a packet. Also the School Badge (4/6), School Hat Band (2/6), and Ribbon 2/3 a yard. Badges stencilled in washing colours on pale blue linen may also be obtained, 4½d. unmounted, 6d. mounted.

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* in the *Parents' Review*.

N.B. 6.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Secretary, House of Education, Ambleside.

N.B. 7.—All letters *re* School and Programmes, except book orders, should be sent to Ambleside. The enclosed Order Form for books should be used. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, money for books, etc., should be sent to the London Office.

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FORM II., (A & B).

PUPILS' NAMES.....

Bible Lessons

I. A & B 1. Write the story of Balaam.
2. What were the three great national festivals of the Israelites? Describe one of them.
A 3. What was Balaam's sin? What lessons may we learn from the story?
II. A & B 1. Describe our Lord's last supper (a), at Bethany, (b), with His disciples at the Passover.
2. Write about two of our Lord's appearances after His Resurrection.
A 3. What was the parable of the Marriage of the King's Son? What was its lesson (a), for the Jews, (b), for us?

Writing.

Write (A), 4, (B), 2 lines of poetry from memory.

Dictation (unprepared).

Geography Book III.—
A Page 314, lines 1-13.
B Page 312, the last 7 lines.

Composition.

Write for the P.U.S. Magazine and send it, if really good, to Miss N. Pott, c/o P.N.E.U. Office, 26 Victoria St., S.W. 1.

1. An account, in prose or verse, of one of the following,— the journey of the Prince of Wales, the City of Tyre, Ulysses, Odin.
2. Narrate, in writing or orally, a scene from *Coriolanus* or from *Hereward the Wake*.

English Grammar.

1. Analyse, parsing the words in italics,—

“I am *busy*, *said* the sun,
All my planets, *every one*,
Know my work is *never* done.”

2. What must be remembered about nouns in apposition, the verb to be, collective nouns, the nominative absolute? Give examples.

3. Use the following words in sentences, each as two parts of speech,—no, only, round, that, well, why.

B 2. Pick out Subjects and Predicates in (1) above and parse each word in line 3.

3. Give examples, in sentences, to show what are the eight parts of speech.

English History.

A & B 1. What do you know of St. Dunstan, King Edgar, St. Alphege, Caedmon?

2. Write an account of the reign of King Harold, the last of the English Kings.

3. Give some account of roads in the olden days.

French History.

A & B 1. What do you know of Rollo and Robert the Pious?

2. Describe the first Crusade.

A 3. Give some account of the capture of Jerusalem.

General History.

A 1. Give an account of the part played by the Phoenicians in the ancient world.

2. Describe some of the reliefs in the British Museum which show Sennacherib's work as a builder.

Citizenship.

A 1. How did Caius Marcius win another name?

2. Why did Marcius go disguised to the house of Tullus? Tell the whole story.

3. Mention four of the great rules observed in English Courts of Justice. What is the work of the lawyers, of the jury and of the judge?

B 1. Write an account of the dictatorship of Cincinatus.

Geography.

A 1. Describe the north bank of the Thames.

2. Give a map of Suffolk, putting in the boundaries, chief towns and rivers. What are the industries of this county?

3. “It was by Sea Power that Holland rose to be a leading State.” Explain this.

4. Write a short account of the British in the history of India, with some account of the Prince of Wales' visit.

B 1. Give a rough sketch map of Yorkshire, putting in the boundaries, chief towns and rivers.

2. Where are the cotton towns? Describe a visit to a cotton mill.

3. What do you know of Admiral Blake?

4. What do you know of Gibraltar, Malta, the Suez Canal?

Natural History.

A 1. Make a diagram which shows the sun and the planets. What have we recently heard about Mars?

2. Write an account of the life history of the tortoise-shell butterfly, with drawings.

A & B 3. Make a list of twenty wild flowers, and say where you would expect to find each. Describe the two least common you have found.

B 1. What is a star, a comet, a planet? Can you make a drawing of Saturn?

2. How do sponges live and grow?

3. What do you know of the katydids of South America?

Picture Study.

Describe Corot's,—

A “Souvenir d' Italie.”

B “The Fisherman's Hut.”

Arithmetic.

A 1. Multiply: $1\cdot21 \times 1\cdot21 \times 0\cdot121$.

Divide: $4\cdot375$ by $1\cdot26$.

2. How many times can a line .0975 inches long be cut off from a line 16.73 inches long? What will be the remainder?

3. If I can get 50 frs. in exchange for £1, what decimal of a penny is a centime?

B 1. Find the area of a room 18ft. 9in. by 16ft. 8in. Find the length of an equally large room whose breadth is 12 ft. 6 in.

2. A cubic foot of water weighs 1000 oz. Find the weight of water in a cistern $11 \times 7 \times 8$ feet.

3. What is the difference between four square inches and four inches square?

Practical Geometry.

A 1. The length of a rectangular field is 100 yards, the distance round is 190 yards. What is the breadth? Find the area.

2. Given the circumference of a circle, to find its centre.

Latin

A 1. Decline *hiems*, *dux*, *pater*, *caput*, *mare*, *manus*, *fides*.

2. Put adjectives to each of these nouns.

3. Translate,—I have loved, he will love, they may advise, he was advising.

French.

A 1. Describe, in French, picture 20.

2. Narrate the story, “Esope et le Voyageur.”

3. Work Exercise 21, page 169, (7), 1-10.

B 1. Describe, in French, picture 2.
2. Work Exercise II., II. (a), 1-6.

Drawing.

A & B 1. An illustration from *Hereward the Wake*.
2. Choose and paint a flower border for a garden bed.
3. A tree study.

Musical Appreciation.

1. Give an account of the meeting between Grieg and Liszt, or, enumerate shortly any mannerisms which you may have observed in Grieg's music.
2. Write three lines on any *five* of the following:—Ole Bull, Vinge, Troldhaugen, Peer Gynt, Alexander Grieg, Ludwig Holberg, Niels Gade.

Recitations.

Father to choose a hymn, a poem, or a scene from Shakespeare, and two passages from the Bible Lessons.

Reading.

Father to choose an unseen passage, giving marks for enunciation.

Music.

Examine in work done and report upon stage reached.

Singing.

Father to choose an English, a French, and a German song, and two tonic sol-fa exercises.

Drill.

Drill, before parents.

Work.

Outside friend to examine, but list of handicrafts completed to appear on Report Form.

Summer Examination.—Parents and teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. The examination is optional. Summer Reports (*only*) to be posted to the Secretary, House of Education, Ambleside, either before July 30th or after September 15th.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages and classes to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks to be followed in all subjects see head of Report Forms.

In II B the pupil writes one or more answers only in each subject.